

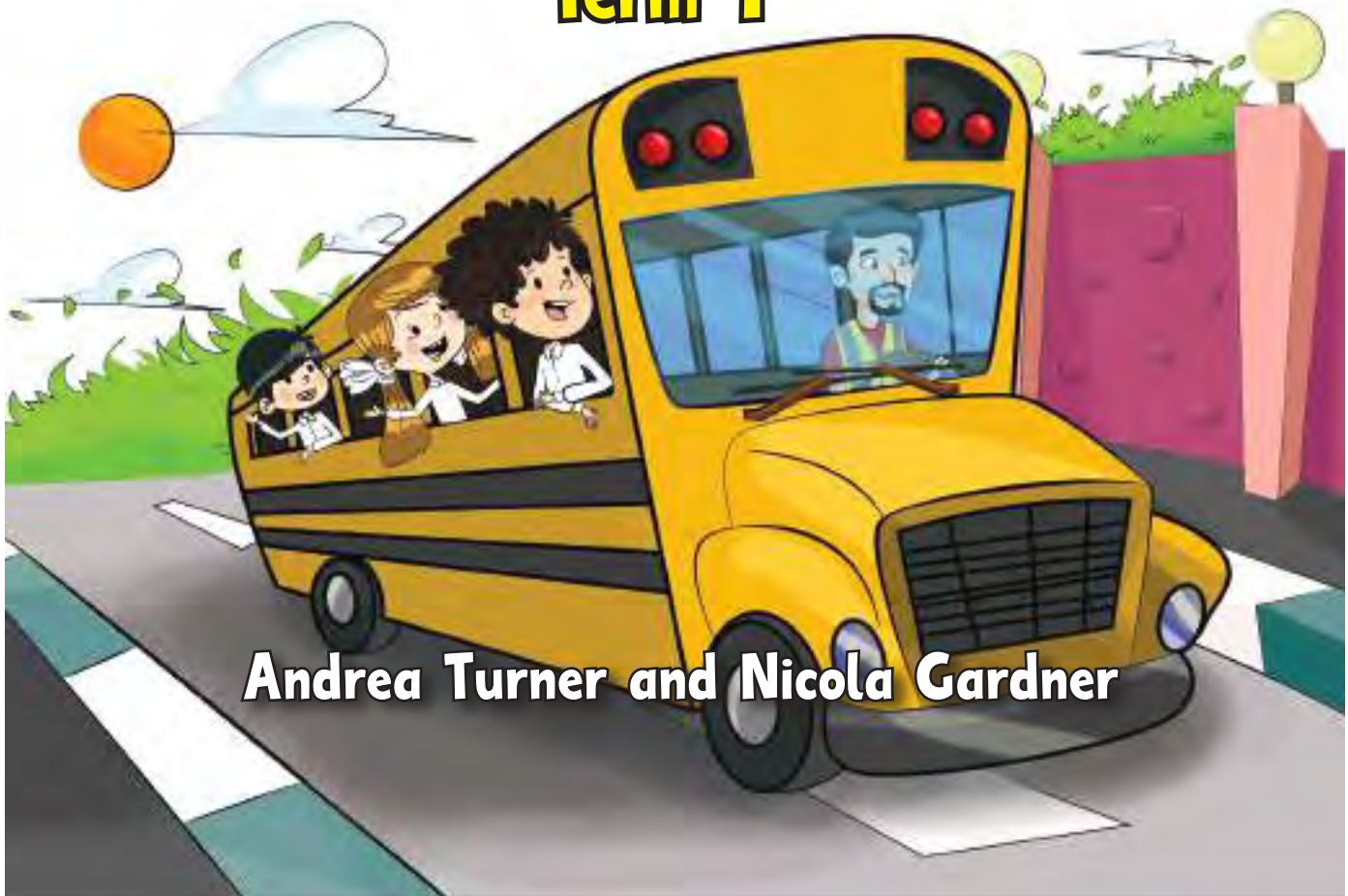


Connect

Primary 2

Student's Book

Term 1



Andrea Turner and Nicola Gardner

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, Connect, with the accompanying digital learning materials that capture its vision of the transformational journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Central Administration of Curriculum Development (CACD) and specifically, the CACD Director and the amazing team there. MOETE is also very grateful to the minister's there senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally _ curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Doctor Reda Hegazy
Minister of Education and Technical Education

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Scope and Sequence

Theme 1 Who am I?

| Unit | Unit 1 Meet my family  | Unit 2 My body  | Unit 3 Off to school  | Review 1 |
|------------------------------------|---|--|--|------------------------------------|
| Vocabulary | parents, cousin, grandma, grandpa, grandparents, child/children, friends; Good morning, Good afternoon, Good evening, Good night | arm, face, foot/feet, head, leg, tooth/teeth, beak; boy, girl; smell, touch, see, hear, taste | boots, dress, glasses, hat, clothes, coat, shirt, watch; sit down, stand up, draw, write, listen | Revision of units 1- 3 |
| Language | This is my mother. These are my parents. <i>I (help my family) in the afternoon.</i> <i>I clean the house.</i> | <i>I'm a boy. I'm a girl.</i> <i>Who am I? I'm an engineer.</i> <i>You're a boy.</i> I have a (face). I have two (ears). I can smell with my nose. <i>He can't run.</i> | It's my dress. <i>It's</i> your hat. <i>It's</i> yellow. They're my socks. They're your shoes. How many (boots) are there? There are (twelve). <i>We (sit down).</i> | |
| Phonics | ch: children, chicken, chips, beach i: children, chicken, chips | th: three, mouth, bathroom, throw, thirteen, tooth ee: three, thirteen, green, teeth, bee | sh: fish, sharpener, shark, trash, shop, sheep, T-shirt, shirt ar: shark, sharpener, car | |
| Life skills | Self-management: New friends Empathy: I help my family | Critical thinking: Observation: How we grow Creativity: Project: Handprint bird Respect for diversity: My amazing body | Self-management: Follow classroom instructions | |
| Values | Appreciation of science and scientists: Parts of the day Love of family and friends: New friends I love my family | Respect: Respecting people who are different Curiosity: How we grow | Respect for different jobs | Self-management Problem solving |
| Issues and challenges | Community participation: New friends! | Non-discrimination issues | Citizenship: Awareness of rights and duties in the classroom | |
| Integrated cross-curriculum topics | Science: Parts of the day Math: Using bar charts | Science: My amazing body; Life stages Math: Counting body parts | Social Science: Jobs in a school; Clothes for school Math: three- dimensional shapes | |

Theme 2 The world around me

| Unit | Unit 4 Time to play sports  | Unit 5 My day  | Unit 6 Healthy lunches  | Review 2 |
|------------------------------------|--|--|--|----------------------------------|
| Vocabulary | karate, basketball, football, swimming, tennis; team; kick, hit, throw; racket, ball; twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred | get up, eat, drink, play, go home; clock; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune | bread, burger, chicken, fries, fruit, grapes, ice-cream, juice, water; hungry, thirsty; good to eat, not good to eat | Revision of units 4-6 |
| Language | Can you (play football)? Yes, I can. No, I can't. Hala can play tennis. She can't play basketball. It's your turn. Thank you. I'm healthy. I swim. | <i>What time is it?</i> <i>It's (three) o'clock.</i> <i>It's four thirty.</i> <i>I get up at (eight thirty).</i> <i>Hany gets up at seven.</i> | Would you like some (water)? Yes, please. No, thank you. I'd like some (juice). What's your favorite food? It's bread. Does he like (oranges)? Yes, he does No, he doesn't Do you like (grapes)? Yes, I do. No, I don't. | |
| Phonics | gr: gray, grandma, green bl: black, blue, blouse | pl: play, please, plane, planet cl: clock, classroom, cloudy, clay | fr: fries, fruit, friends, frog dr: drink, draw, dress, drum | |
| Life skills | Decision-making: Exercise is healthy Collaboration: A team game; A poster about teamwork Communication: Self-expression; non-verbal communication | Self-management: Recognizing the importance of good time keeping; Talking about your day | Critical thinking: Observation: Hard and soft material Collaboration: Making a healthy lunch | |
| Values | Respect for others | Respect for rules | Curiosity | Communication Self-management |
| Issues and challenges | Preventative health: Exercise is healthy | Citizenship: Awareness of rights and duties | Preventative health: Healthy and unhealthy food | |
| Integrated cross-curriculum topics | Math: Making a survey; Learn to count with Busy Bee! Science: Exercise is healthy | Science: The planets in the solar system | Geography: Places in town Science: Hard and soft materials | |

Let's remember

Listening

1 Listen and match

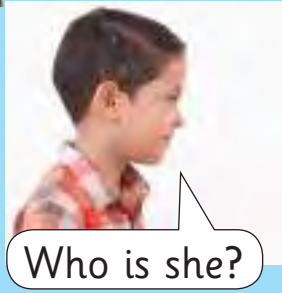
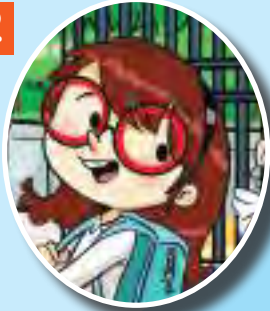


2 Ask and answer

1



2



Amira

3



4



Busy Bee

Hana

5



6



Hany

Miss Mona

Youssef

Reading and writing

Let's remember



1 Read and trace

1

I can see two black dogs.

2

These are green apples.

3

This is a blue car.

4

The big camel is yellow.

5

The red pencil is under the blue table.

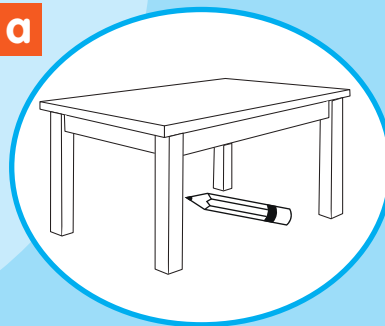
6

They're orange socks.

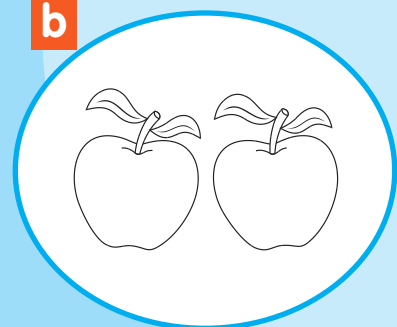


2 Match and color

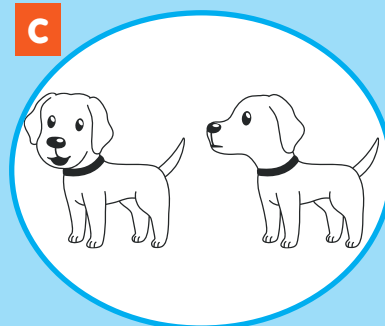
a



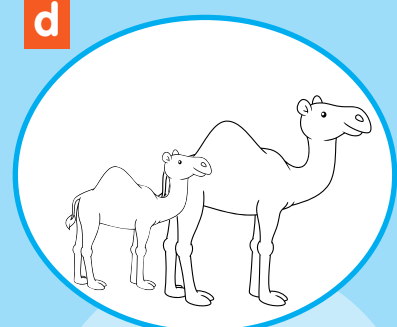
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c



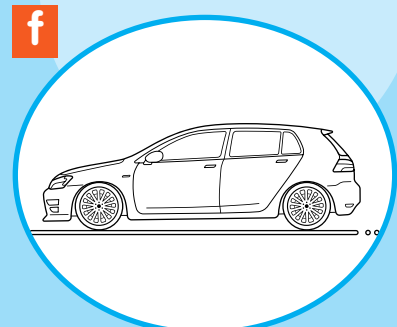
d



e



f



Let's remember

Speaking



1 Look, count, and complete



2 Say



I can see six bicycles.

bicycles

6

oranges

apples

balls

elephants

trees

Writing

Let's remember



1 Look, read, and complete

ear eye hair mouth nose

1 This is my eye.

2 This is my ____.

3 This is my ____.

4 This is my ____.

5 This is my ____.

pants shoes shirt

1 These are my black ____.

2 This is my green ____.

3 These are my ____.

Unit 1

LESSON 1

Meet my family



1 Look and listen



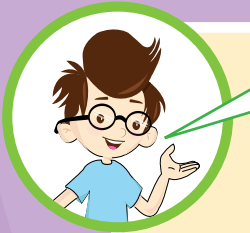
2 Read and role-play



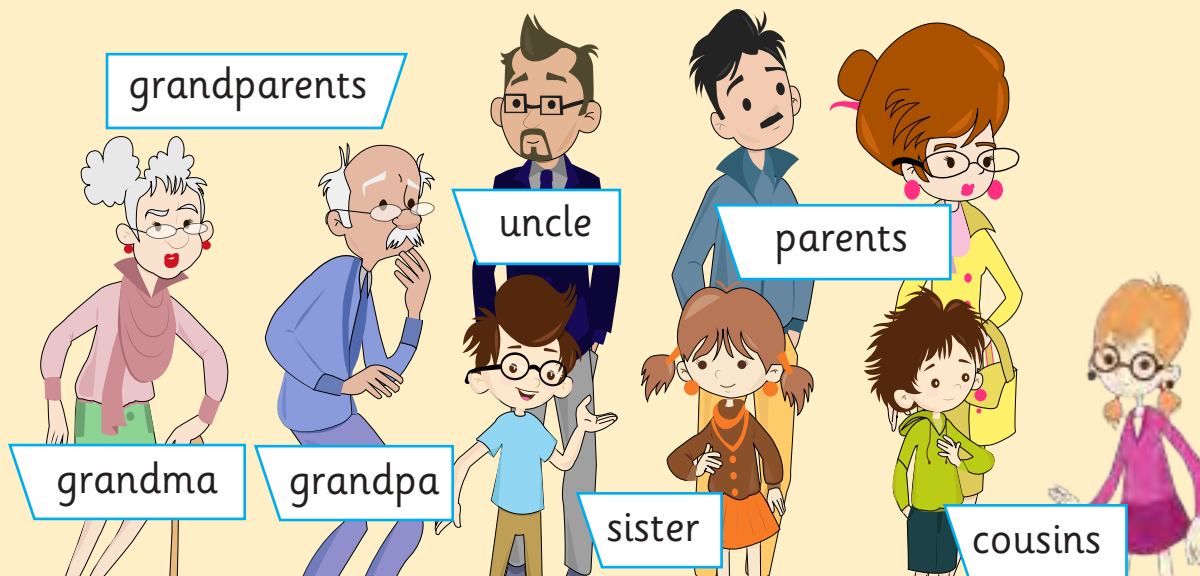
Listening and reading

Unit 1

1 Listen and read



Let me introduce my family. These are my grandparents. This is my uncle. His name is Amr. He wears glasses. Look at my parents. My father is a teacher and my mother is a nurse. My sister Amina is five. My cousin Mona is eight and my cousin Mazen is six.



2 Read and match

1



This is my cousin Mona. She's eight.

2



3



My sister Amina is wearing an orange skirt and a brown jacket.

This is my uncle. He wears glasses.

4



These are my parents.

Language: This is my ... These are my ...

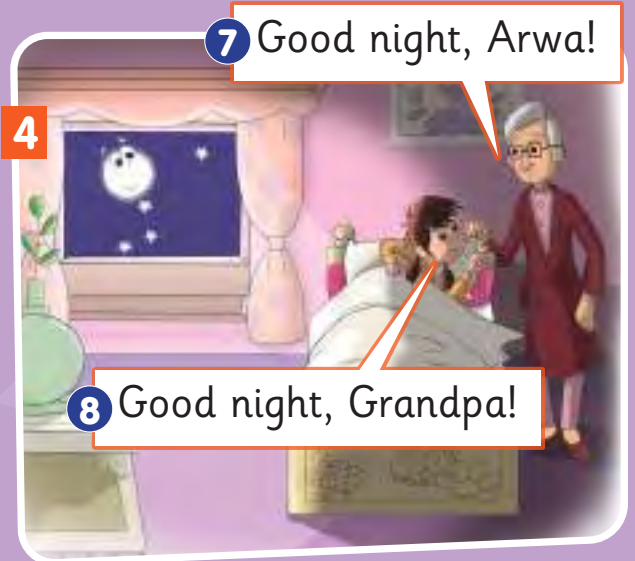
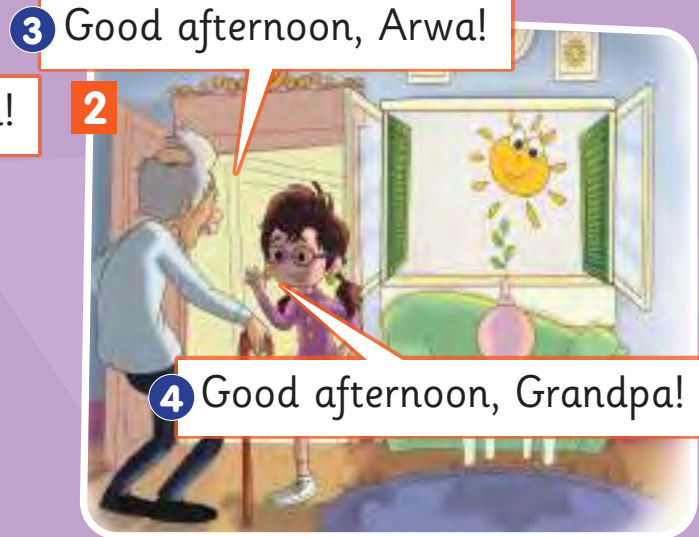
Vocabulary: family, grandparents, grandma, grandpa, parents, sister, cousins, uncle

LESSON 2

Greetings



1 Read and say



2 Listen, read, and sing



I say **good morning** to my mom,
and she says good morning to me.

I say **good afternoon** to my grandpa,
and he says good afternoon to me.

I say **good evening** to my grandma,
and she says good evening to me.

I say **good night** to my dad,
and he says good night to me.

Connect with Science

Parts of the day

Unit 1



1 Look, listen, and number



The sun comes up in the **morning**.



The moon is in the sky at **night**.



The sun is in the sky in the **afternoon**.



The sun goes down in the **evening**.



2 Point and say

Connect with Science: Parts of the day

LESSON 3

Story

New friends



1 Look, listen, and read



2 Role-play

Hany and Hana have new **neighbors**.

1 Good morning! I'm Rana.

2 I'm Ramy. These are my parents. This is my **sister**.

3 I'm Hana. This is my brother, Hany.

Hany and Hana want to play with Ramy and Rana.

2

4 Come and play this afternoon.

5 I can't. I have to help my **parents**.

6 We can **help**.

Hany helps Ramy.

3

7 Finished!

8 Thank you. Let's play!

The families are now friends.

4

9 Good evening!

10 Good evening!

11

These are my new friends, Hany and Hana.

12 These are my new friends, Ramy and Rana!

LESSON 4



ch i

Learn sounds with Busy Bee!



1 Listen and repeat



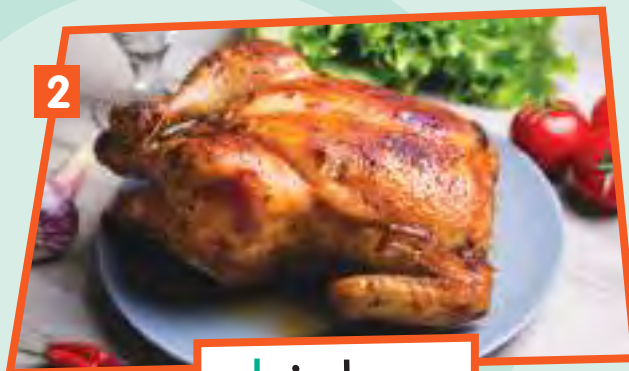
2 Look and circle **ch**

1



children

2



chicken

3



chips

4



beach



3 Listen and circle **i**



chips

chicken

children

Phonics: the **ch** and **i** sounds



ch i

Unit 1

Learn to write with Busy Bee!



1 Look and write

chips

children

beach

chicken

1



children

2



4



3



3 Read and sort



4 Sing



one syllable

two syllables



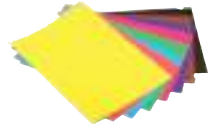
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LESSON 5

Project: My family photo album



1 Read and make a photo album. Work in groups



1 Cut a big heart. Decorate your heart.



2 Draw, then stick your family photos.



3 Write the names of your family.



1 Show and tell



Language: *This is my family photo album.*

Self-Assessment



Read and color the stars that describe your effort

| | | | |
|--------------------------|---|---|--|
| Vocabulary | I can read family words and greetings with the help of my teacher. ★ | I can read all family words and greetings on my own. ★ ★ | I can read and write about family and greetings. ★ ★ ★ |
| Phonics | I can read words with <i>ch</i> and <i>i</i> letter sounds with the help of my teacher. ★ | I can read the words with <i>ch</i> and <i>i</i> letter sounds on my own. ★ ★ | I can write words with the <i>ch</i> and <i>i</i> letter sounds on my own. ★ ★ ★ |
| Science /Math | I can read about parts of the day with the help of my teacher. ★ | I can read about parts of the day on my own. ★ ★ | I can use details about parts of the day to give information. ★ ★ ★ |
| Project | I worked alone to make the photo album. ★ | I worked with my group to make the photo album. ★ ★ | We helped each other to make a photo album. ★ ★ ★ |

Unit 2

My body

LESSON 1



1 Look, listen, and find



2 Read and role-play

1

Look! It's a bird. It has two legs, two feet, and a **beak**.

2

The monkey has a face, teeth, and big ears.

beak

head

leg

feet

head

face

teeth

arm

leg

3

I have two legs and two feet, too!
I don't have a **beak**.

4

I have a face and teeth, too!

Listening and speaking

Unit 2

I have a head



1 Listen, point, and say



head



face



arm



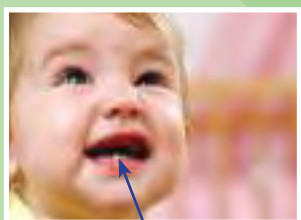
legs



foot



feet



tooth



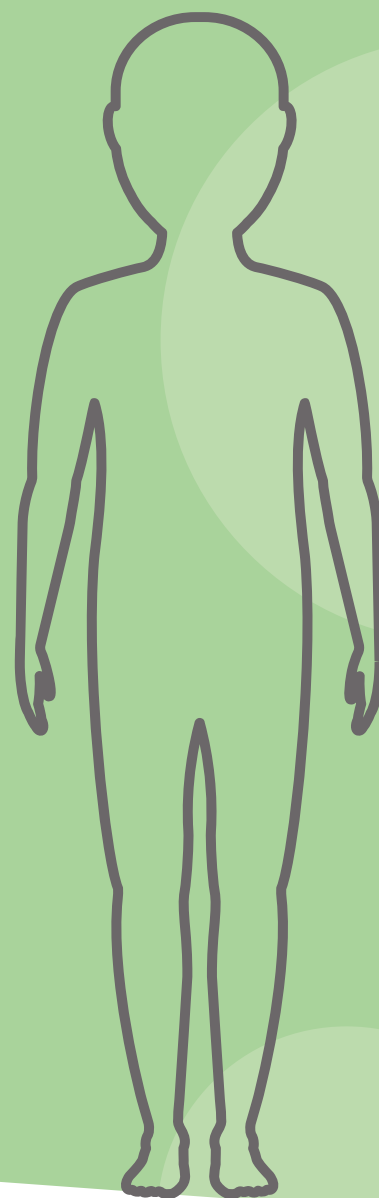
teeth



3 Sing



2 Draw and complete



- 1 This is me. I have two,, and
- 2 I have one and one
- 3 I have many

Language: I have a head. I have teeth. I don't have a beak.

Vocabulary: beak, head, face, arm, leg, foot, feet, tooth, teeth

LESSON 2

Connect with Science

My amazing body



1 Look, listen, and complete



2 Point and say

hear kick run ~~see~~ speak throw

1



I cansee..... with my eyes.

2



I can with my ears.

3



I can with my legs.

4



I can with my feet.

5

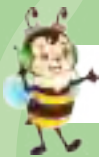


I can with my arms.

6



I can with my mouth.



1 Listen and read



1



This is my friend Ziad. He can't see. He can read with his hands.

2



This is my cousin Mariam. She can't hear. We can speak with our hands.

3



This is my brother Aser. He can't run. We can play.



2 Read and match

- | | |
|----------------|---|
| 1 Ziad can't | <input type="checkbox"/> a play |
| 2 Ziad can | <input type="checkbox"/> b hear |
| 3 Mariam can't | <input checked="" type="checkbox"/> c see |
| 4 Aser can | <input type="checkbox"/> d read |

Life skills:
Respecting diversity

LESSON 3



th ee

Learn sounds with Busy Bee!



1 Look, listen, and complete



2 Repeat

1

3

t _ h _ ree

2



mou _ _

3



ba _ _ room

4



_ _ row



3 Look, listen, and complete with ee



13

thirt _ _ n



gr _ _ n



a b c d e f g h i j k l m n o p q r s t u v w x y z

Phonics: the th
and ee sounds



th ee

Unit 2

Learn to write with Busy Bee!



1 Look and complete. Then say



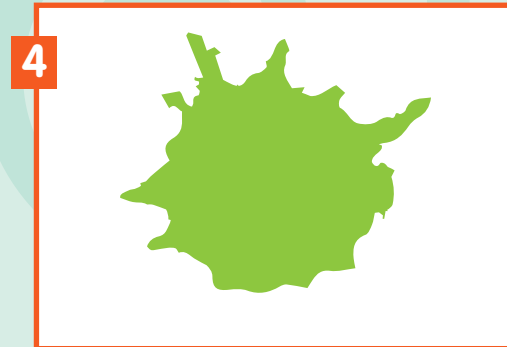
te _ e _ th



_ _ r e e



m o u _ _



g r _ _ n



t o o _ _



b _ _



abcdefghijklmnopqrstuvwxyz

LESSON 4

Connect with Science

How we grow

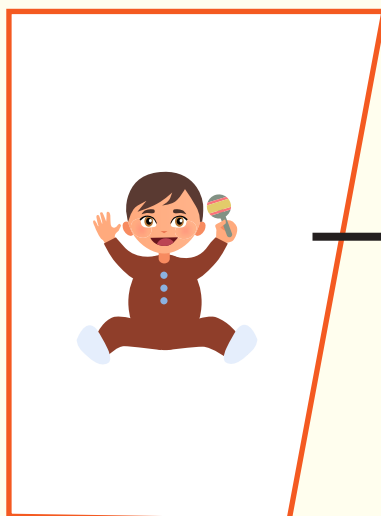


1 Listen, read, and say

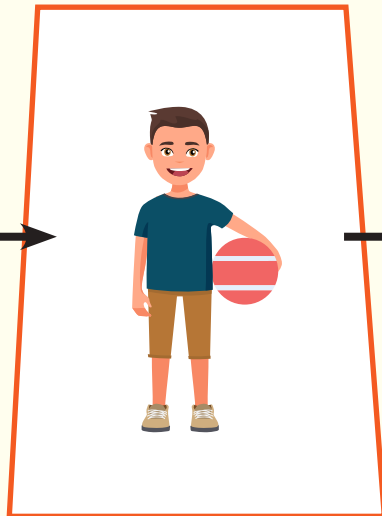


A person

This is how we grow. A person starts as a **baby**. The baby grows into a **child**. The child grows into an **adult**.



a baby



a child



an adult

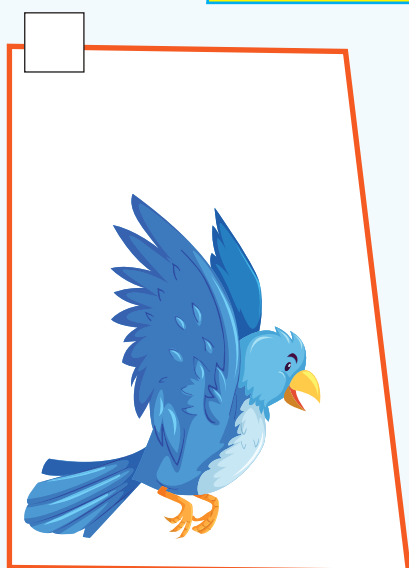


2 Look, listen, and number in order

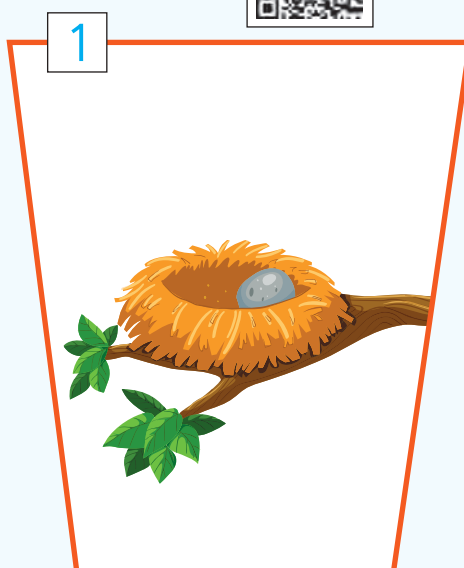
A bird



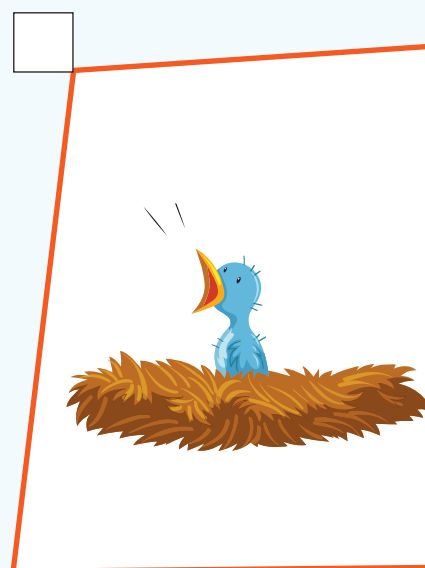
3 Now say



an adult bird



an egg

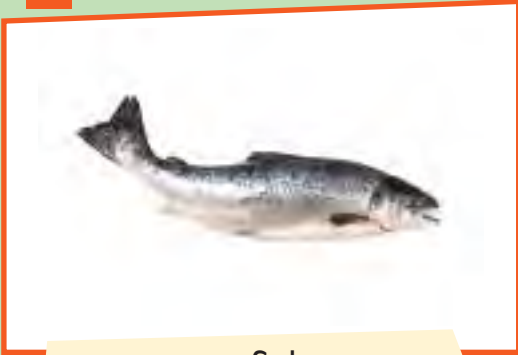


a baby bird



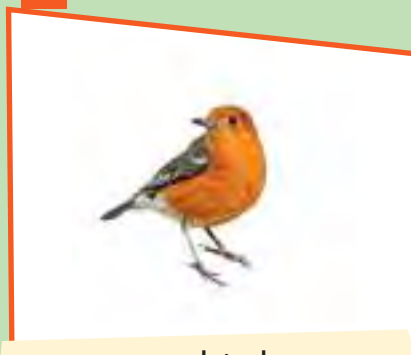
1 Count the legs and say

1



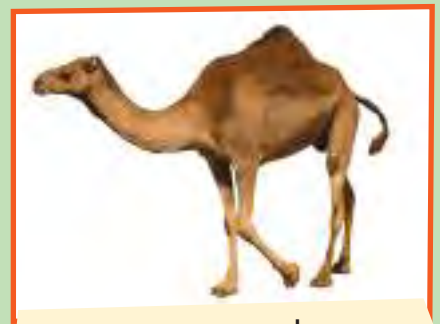
a fish

2



a bird

3



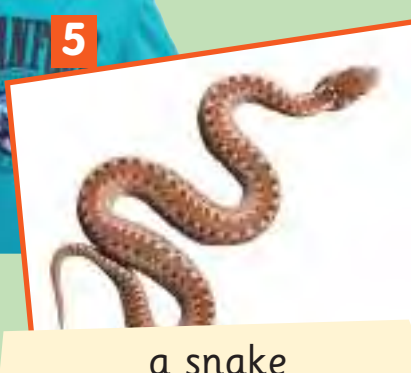
a camel

4



an ant

5



a snake

6



a bee

A fish has no legs.



2 Complete the table

| 0 legs | 2 legs | 4 legs | 6 legs |
|--------|--------|--------|--------|
| a fish | | | |
| | | | |



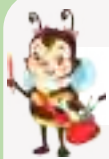
3 Read and complete

A has no legs. A /An has six legs. A has two legs. I have, too!



LESSON 5

Project: A handprint bird



1 Look, read, and make a handprint bird. Work in groups



1



Paint your hand.

2



Make a handprint.

3



Draw a beak, an eye,
2 legs and 2 feet.

4



Decorate.



1 Show and tell



Language: This is my bird. It is red and green. It has two legs and a beak.

Self-Assessment



Read and color the stars that describe your effort

| | | | |
|--------------------------|---|---|---|
| Vocabulary | I can read most body words and words describing the senses on my own. <div>★</div> | I can read all body words and words describing the senses on my own. <div>★★</div> | I can read and write body words and words describing the senses. <div>★★★</div> |
| Phonics | I can read words with <i>th</i> and <i>ee</i> with the help of my teacher. <div>★</div> | I can read words with <i>th</i> and <i>ee</i> on my own. <div>★★</div> | I can write the <i>th</i> and <i>ee</i> to complete different tasks. <div>★★★</div> |
| Life skills | I play with friends who are different. <div>★</div> | I work with friends who are different. <div>★★</div> | I help friends who are different. <div>★★★</div> |
| Science /Math | I can read about how people and birds grow with the help of my teacher. I can count body parts of some birds and animals with the help of my teacher. <div>★</div> | I can read about how people and birds grow on my own. I can count body parts of animals and birds on my own. <div>★★</div> | I can say how people and animals grow. I can say the number of body parts of different animals and birds. <div>★★★</div> |
| Project | I worked alone to make a handprint bird. <div>★</div> | I worked with my group to make a handprint bird. <div>★★</div> | We helped each other to make a handprint bird. <div>★★★</div> |

Unit 3

Off to school

LESSON 1



1 Look, listen, and read



2 Role-play

1 They're your **glasses**, Hana.

2 It's your **hat**, Amira.

It's my **watch**!

3 Thank you,
Miss Mona.

coats

4 They're my black **boots**.



Listening

Unit 3



1 Listen, point, and say



boots



dress



glasses



hat



coat



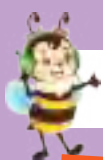
shirt



watch



clothes



2 Listen, read, and number

1

It's my watch. It's brown.
I like my watch!

2

They are my glasses.
I wear them when I read.

3

Look! It's my hat.
It's yellow. I like to wear my
hat in the summer.

4

Look at your boots.
They're gray.

5

Your coat is blue.
You wear it in the winter.

6

My shirt is green
and black. I like it.



3 Sing



Language: It's my hat. They're your boots.

Vocabulary: boots, dress, glasses, hat, coat, shirt, watch, clothes

LESSON 2



sh ar

Learn sounds with Busy Bee!



1 Write **sh**



2 Listen and repeat



1



fish

2



.....arpener

3



.....ark

4



tra.....

5

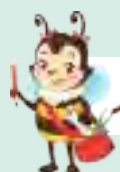


.....op

6



.....eep



3 Read and circle **ar**. Then say



shark



sharpener



car

Phonics: the sh
and ar sounds



sh ar

Unit 3

Learn to write with Busy Bee!



1 Look and write. Then say

fish ~~sharpener~~ shirt car shark T-shirt

1



...sharpener...

2



.....

3



.....

4



.....

5



.....

6



.....



2 Read and sort

| one syllable | two syllables | three syllables |
|---|-------------------------------------|-------------------------------------|
| <div>fish</div> <div></div> <div></div> <div></div> <div></div> | <div></div> <div></div> <div></div> | <div></div> <div></div> <div></div> |



abcdefghijklmnopqrstuvwxyz

LESSON 3

Connect with Social Studies

Jobs



1 Look, listen, and complete

nurse

gardener

~~carpenter~~

cleaner



We all help at school.



1



A carpenter makes tables and chairs for school.

2



A looks after sick people.

3



A looks after the school garden.

4



A cleans the school.



2 Trace and complete

My favorite person is because



1 Listen, read, and match



A carpenter is very clever. He can make wood into many different shapes. Can you match the shapes with their names?



1 This is a **cone**.

2 This is a **cube**. We can play with it.

3 These are **spheres**. They look like planets.

4 These are **pyramids**.

5 This is called a **cylinder**.



Vocabulary: cone, cube, sphere, pyramid, cylinder

LESSON 4

Reading

In the classroom



1 Look, listen, and read



This is my school in Suez. We go to school early. We sit down to start our lessons. We listen to our teacher, Mrs. Hadeer. It's time for our art class. I draw two trees and a flower.

We stand up to say goodbye to our teacher. We go home at 2.30 pm. At six o'clock, I do my homework.



2 Write about yourself

This is my school in I start school at I listen to my teacher. I like to draw in my art class. At, I go home.

This is me.

Life skills

Unit 3



1 Listen, read, and number



Sit down, please.

Draw a picture of yourself.



Listen to the CD.



Stand up, please.



Write your name.



2 Role-play with a partner



3 Write in the correct order

1

.....

2

.....

3

.....

4

.....

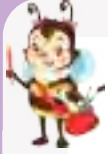
5

.....

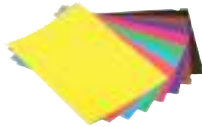
Self-management: Follow classroom instructions

LESSON 5

Project: My favorite clothes



1 Read and make your favorite clothes display.
Work in groups



1



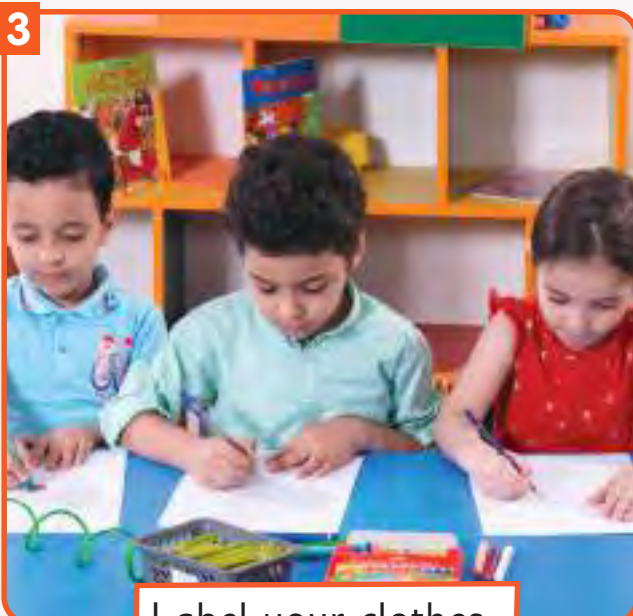
Draw your favorite clothes.

2



Color them.

3



Label your clothes.

4



Put up your picture.

Show and tell

Unit 3



1 Show and tell



Language: This is my favorite dress. It's red and black.

Self-Assessment



Read and color the stars that describe your effort

| | | | |
|---------------------------------|---|--|---|
| Vocabulary | I can read about clothes and jobs with the help of my teacher. | I can read about clothes and jobs. | I can read and write about clothes and jobs. |
| Phonics sh ar | I can read words with <i>sh</i> and <i>ar</i> letter sounds with the help of my teacher. | I can read the words with <i>sh</i> and <i>ar</i> letter sounds on my own. | I can read other words with the <i>sh</i> and <i>ar</i> letter sounds on my own. |
| Life skills / Values | I sometimes follow classroom instructions. I like people who help at school. | I follow classroom instructions. I respect people who help at school. | I respect classroom instructions. I respect people who help at school, and I try to help them. |
| Science /Math | I can count some items in a picture. I can read words that describe 3D shapes with the help of my teacher. | I can count all items in a picture. I can read words that describe 3D shapes on my own. | I can ask and answer on the number of items in a picture. I can use 3D shapes to describe different objects. |
| Project | I had problems working with friends to make my favorite clothes display. | I worked with my group to make a favorite clothes display. | We helped each other to make a favorite clothes display. |

LESSON 1

Review 1

Listening and speaking



1 Listen and say



2 Ask and answer

What's number 1?

They're my parents.



Review 1

Reading



1 Read and match



a

I have a brown coat.

4

b

There are six girls.

c

I'm a boy.

d

It has four legs.

e

These are my cousins.

f

These are my boots.

LESSON 2

Review I

Writing



1 Read and complete

Morning

In the morning,

I



Afternoon

In the afternoon,

I

.....



Night

At night, I

.....

.....



Evening

In the evening,

I



2 Circle and say

1



ar i ee

2

13

ch sh th

3



ch sh th

Review 1

Now I can ...

Self-Assessment



1 Check what you can say



1 name family members.



2 name body parts.



3 name clothes.



4 say these sounds.

ch

i

ee

sh

th

ar

Unit 4

Time to play sports

LESSON 1



1 Look, listen, and read



It's break time. The children are in the playground.



1 Can you **kick** the ball?

2 No, I can't.
It's hard.

3 We can help you.
We are one **team**.

4 Can you **throw** the ball?



5 Yes, I can. I love **basketball**. It's fun!

Language: Can you ...? Yes, I can./No, I can't.

Unit 4

Listening



1 Look and match

1



2



3



4



5



6



2 Listen and check



tennis

football

karate

swimming

basketball

team



3 Listen and complete



4 Read to your partner

tennis run hit swimming



I'm Sara. I'm seven years old. I like
I can fast. I can
the ball. My brother's name is Seif. He likes
..... . He doesn't like tennis.



Vocabulary: football, basketball, karate, swimming, tennis, team

LESSON 2

At the Sports Club



1 Listen, read, and guess the names



At the Sports Club

At the sports club,
We have lots of fun!
We play, we jump,
We skip, we run!

I play **football**.
I am number fifteen.
I wear a white shirt,
And my shorts are green.

I play **tennis**.
I have a **racket** to **hit**.
I hit the ball hard.
I like to stay fit!

I play **basketball**.
Can you guess my name?
I **throw** the ball in the basket,
And my team wins the game!

1



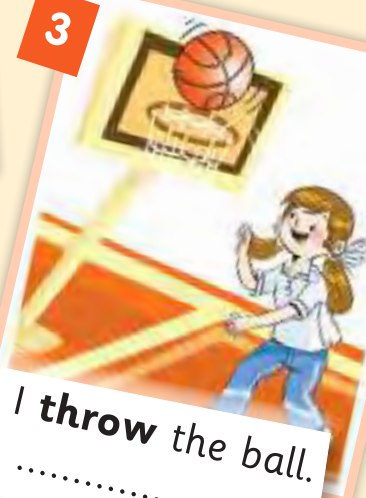
I **kick** the ball.

2



I **hit** the ball with
my **racket**.

3



I **throw** the ball.



2 Listen and check

- 1 Who throws the ball?
- 2 Who kicks the ball?
- 3 What does Hana hit the ball with?
- 4 Who plays basketball?



3 Circle the correct answer

- | | |
|----------|------------|
| Hana | Amira |
| Hany | Hana |
| her hand | her racket |
| Hana | Amira |



4 Sing



Vocabulary: kick, hit, throw, racket, ball

Language: This is my racket.

I (kick / hit / throw) the ball.

Make a survey

Which game can you play?



1 Make a class survey. Ask and answer



Can you play tennis?

Yes, I can.

| Name | football | tennis | karate | basketball |
|------|----------|--------|--------|------------|
| Dina | X | ✓ | | |
| | | | | |
| | | | | |



2 Use the table to write sentences

- 1 Dina can
- 2
- 3

Language: Can you play tennis? Yes, I can.
Dina (can / can't) play football.

LESSON 3

Reading



1 Listen and read. Then circle the correct answer



1



My name is Yasser. I can play football. I play in a team. I kick the ball. I run fast. It's fun!

2



My name is Jana. I can play basketball. I play in a team. I throw the ball. I put it in a basket. I run fast, too. It's fun!

1 What does Jana play?

football

basketball

2 Who plays football?

Yasser

Jana

3 Why do Yasser and Jana play sports?

It's fun!

It's bad!



2 Complete about yourself

I can play

This is me.

I can't

I play alone/in a team.

Communication: good listening; self-expression;
non-verbal communication

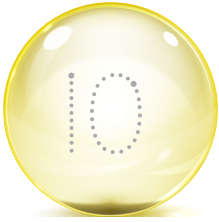
Connect with Math

Unit 4

Learn to count with Busy Bee!



1 Listen, read, and trace



ten



twenty



thirty



forty



fifty



sixty



seventy



eighty



ninety



one hundred



2 Complete, then say

1 $10 + 10 =$ 20.....

2 $50 - 40 =$ 10.....

3 $20 - 10 =$

4 $60 + 10 =$

5 $30 + 20 =$

6 $90 - 10 =$

Ten plus ten is twenty.

Fifty minus forty is ten.

Connect with Math: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

LESSON 4

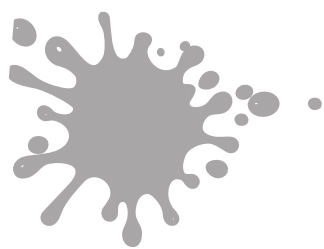


gr bl

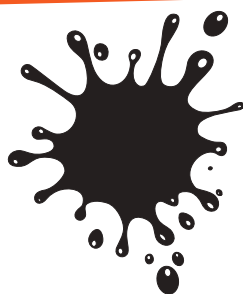
Learn sounds with Busy Bee!



1 Listen and repeat



gray



black



2 Look and circle gr and bl



green



grandma



blouse



blue

Phonics: the gr
and bl sounds



gr bl

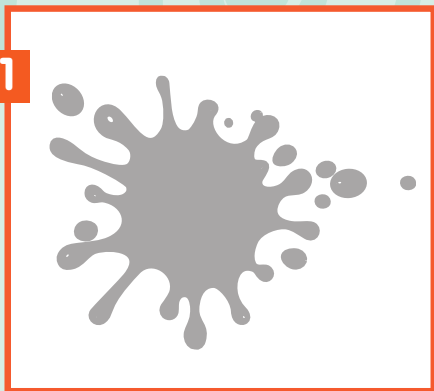
Unit 4

Learn to write with Busy Bee!



1 Look, write, and say

1



gray

2



3



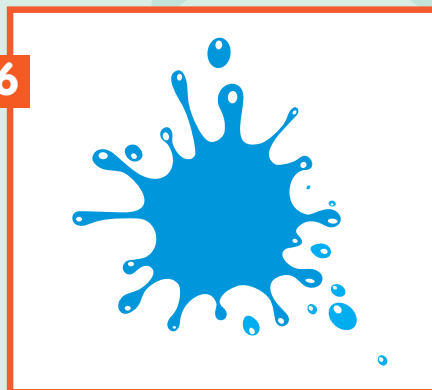
4



5



6





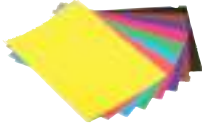
abcdefghijklmnopqrstuvwxyz

LESSON 5

Project : My sports poster



1 Read and make a sports poster. Work in groups



1

Draw or cut and paste pictures of your favorite sport.

2

Color it.

3

Write the name of your favorite sport.



2 Now say

My favorite sport is basketball.



Preventative health: The importance of sports
Language: *My favorite sport is (basketball).*

Show and tell



1 Choose your favorite sport and wear the clothes. Now say



I can play tennis. It's my favorite sport.



Self-Assessment



Read and color the stars that describe your effort

| | | | |
|-------------------------|---|--|---|
| Vocabulary | I can read most sports words and sports verbs. <div>★</div> | I can read all sports words and sports verbs. <div>★★</div> | I can read and write all words related to sports. <div>★★★</div> |
| Phonics | I can read words with <i>gr</i> and <i>bl</i> letter sounds with the help of my teacher. <div>★</div> | I can read the words with <i>gr</i> and <i>bl</i> letter sounds on my own. <div>★★</div> | I can read and write words with the <i>gr</i> and <i>bl</i> letter sounds. <div>★★★</div> |
| Life skills | I exercise when I have time. <div>★</div> | I sometimes exercise. <div>★★</div> | I always exercise to keep fit. <div>★★★</div> |
| Science/Math | I can read most numbers and numerals from 10 - 100. <div>★</div> | I can read and write numbers and numerals from 10 - 100. <div>★★</div> | I can use numbers and numerals from 10 - 100 to add and subtract. <div>★★★</div> |
| Project | I worked alone to make a poster about sports. <div>★</div> | I worked with my group to make a poster about sports. <div>★★</div> | I helped my group to make a poster about sports and present it. <div>★★★</div> |

Unit 5

My day

LESSON 1



1 Look, listen, and read



1 We have breakfast at **7 o'clock**.

2 We drink tea with milk.



3 We play with friends at **ten thirty**.
It's break time.



4 Yes, it's great.

5 We go home at **two thirty**.



6 We enjoyed our school day!

Unit 5

Reading and writing

1 Read and circle the correct word



1



It's six thirty. I eat / drink bread.

2 Point and say



2



It's seven o'clock. I eat / drink tea with milk.

3



It's **three o'clock / three thirty**. I enjoyed my school day.

4



It's **nine o'clock / nine thirty**. It's time to go to bed.

3 Listen and complete



It's 6:30 in the morning. It's time for I eat and drink At o'clock I go to school. We stand in line at

4 Sing



Vocabulary: eat, drink, play, clock, enjoyed, tea, milk
Language: It's (six thirty).

LESSON 2

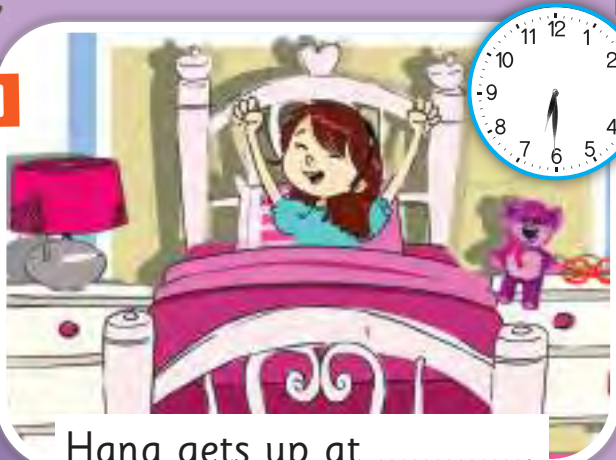
Daily routines



1 Look, listen, and complete

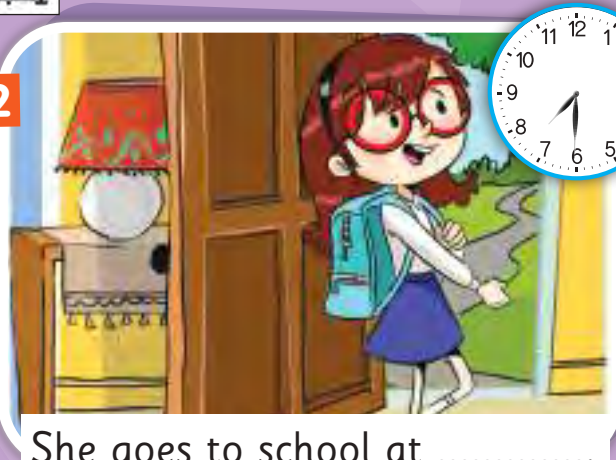


1



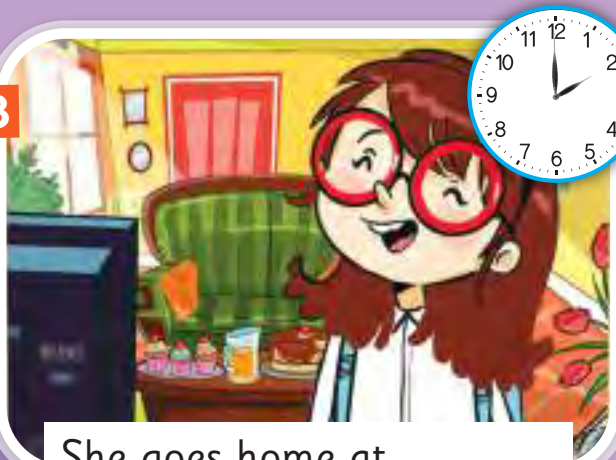
Hana gets up at

2



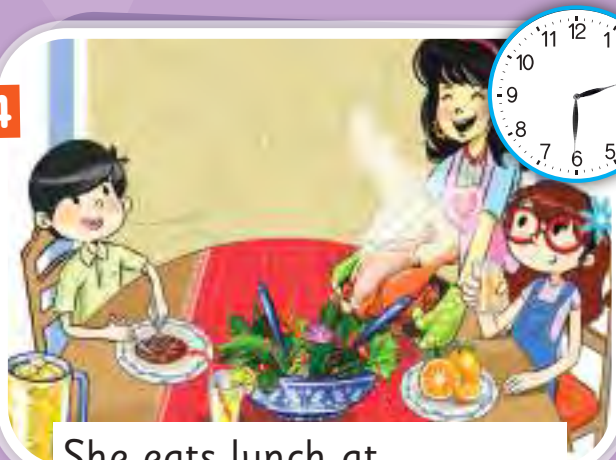
She goes to school at

3



She goes home at

4



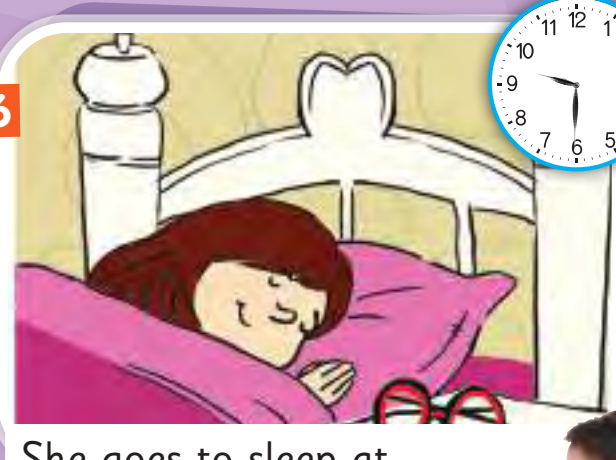
She eats lunch at

5



She says good night to her grandfather at

6



She goes to sleep at



2 Point and say what Hana does

Hana gets up at 6.30.



Unit 5

What time is it?



1 Look, read, and say

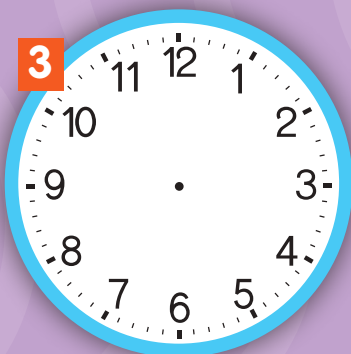
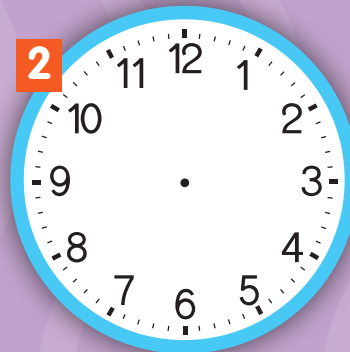
It's seven thirty am.



It's seven thirty pm.



2 Listen and draw the times



3 Now write

1 It's

2 It's

3 It's

4 It's

Language: What time is it? It's six o'clock. It's five thirty am.

Story

Talking about your day



1 Look, listen, and read

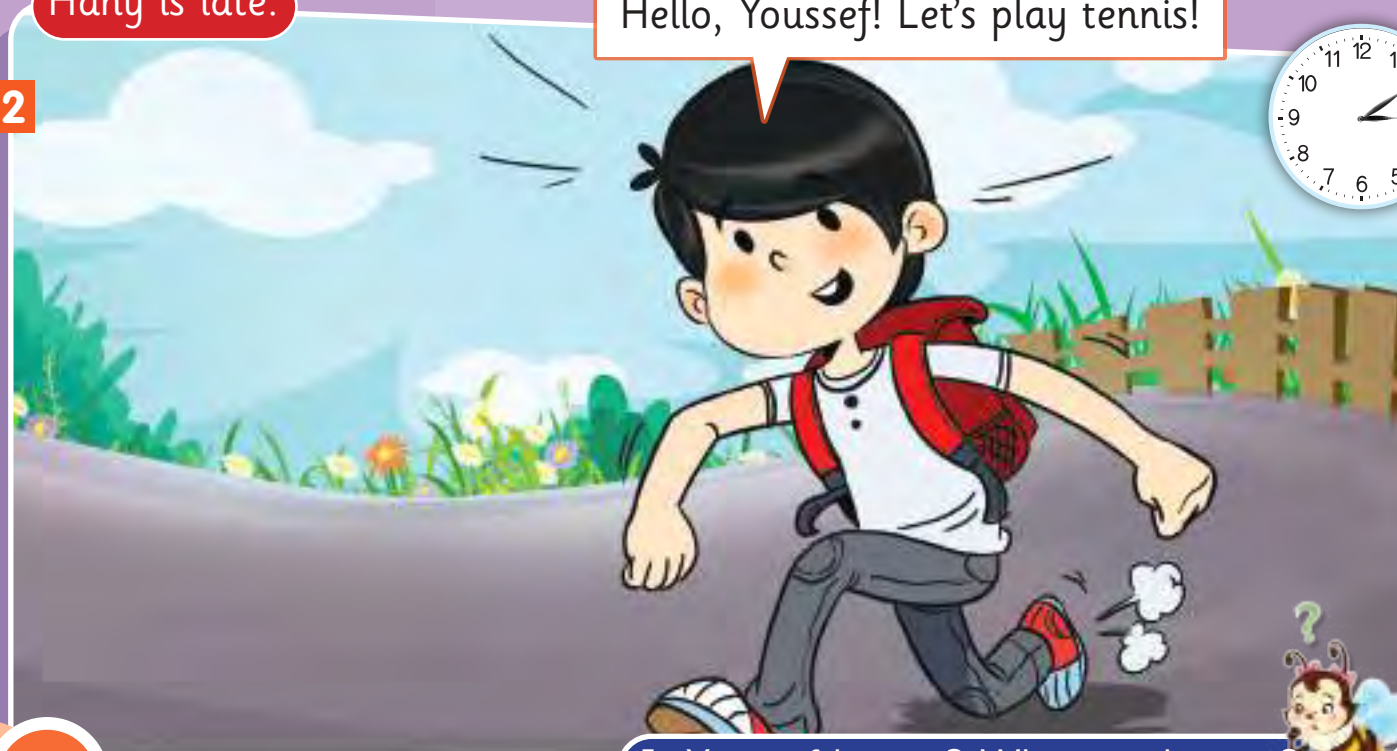


Hany and I will play tennis today at 3 o'clock!
I need to go home at 4 o'clock.



Hany is late.

Hello, Youssef! Let's play tennis!

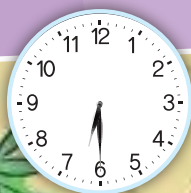


Is Youssef happy? Why or why not?



Amira and I will watch a movie at 6.30.

3



It's six thirty.

4

Hello Hana! Let's watch the movie!



Is Hana happy? Why or why not?



2 Now circle the correct answer

1 What time does Hany arrive?
at 3 after 3

2 What time does Amira arrive?
at 6.30 after 6.30

3 Who is on time?
Amira Hany

Self-management: Recognizing the importance of good time keeping



3 Role-play

LESSON 3



pl cl

Learn sounds with Busy Bee!



1 Look, listen, and repeat



play



clay



2 Look, listen, and write pl or cl



1 _____ ease



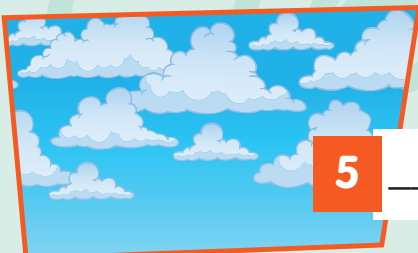
2 _____ ane



3 _____ anet



4 _____ assroom



5 _____ oudy



6 _____ ock



abcdefghijklmnopqrstuvwxyz

Phonics: the pl and cl sounds



pl cl

Unit 5

Learn to write with Busy Bee!



1 Look, read, and trace the sentences

1



I play with clay.

2



Can I play with
your plane, please?

3



There is a clock in
the classroom.



abcdefghijklmnopqrstuvwxyz

LESSON 4

Writing



1 Listen and number, then write the time



2 Complete using these words

goes to school eats lunch gets up
plays with friends goes home watches television

a



She at

b



1 Busy Bee gets up at six thirty.

c



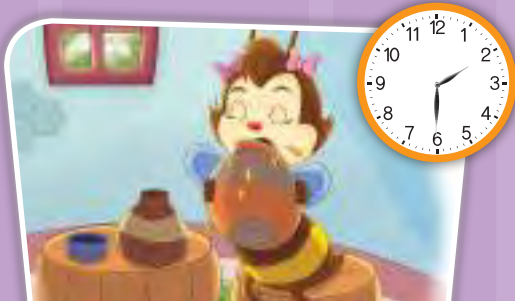
Busy Bee at

d



She at

e



Busy Bee at

f



She at



3 Listen again and check



Connect with Science: The solar system

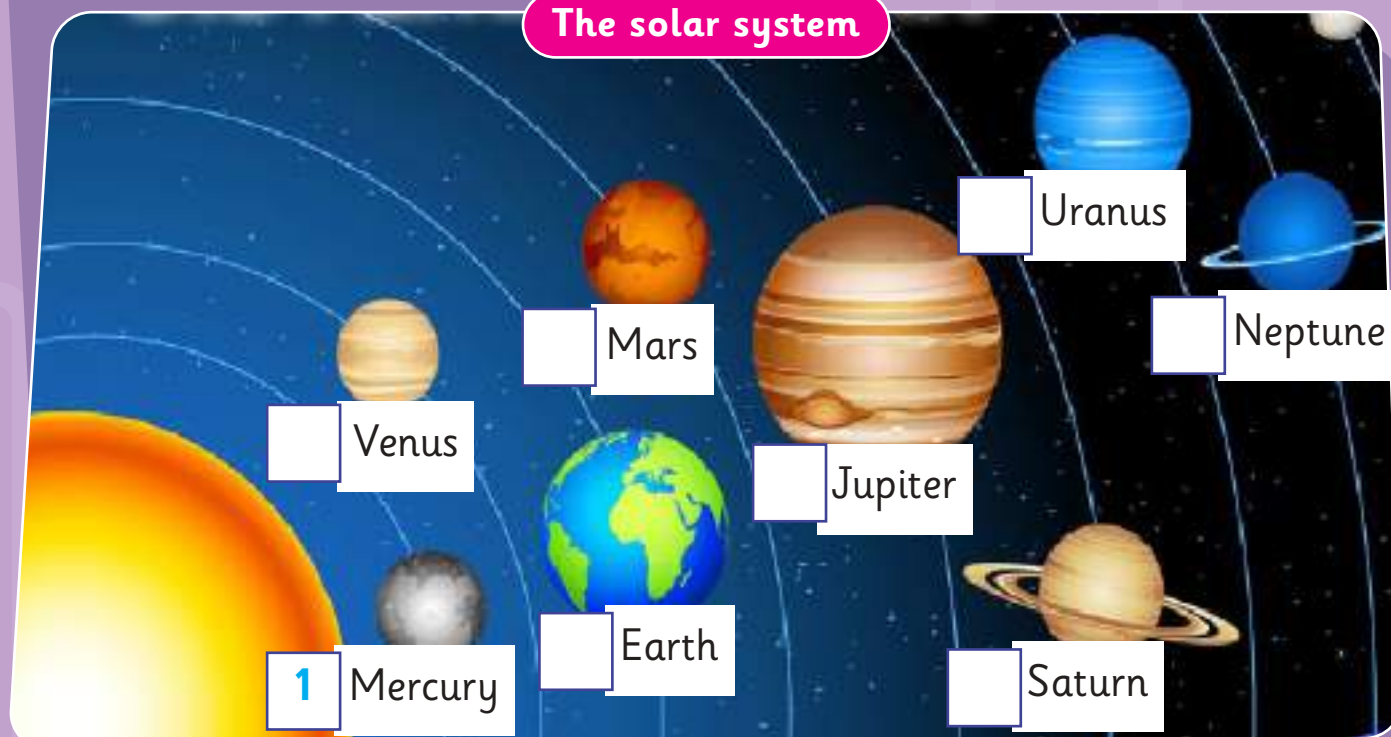
Unit 5



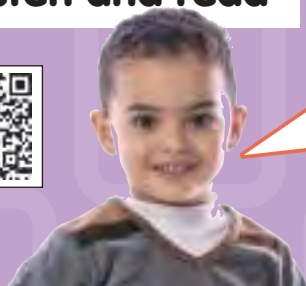
1 Listen and number in the correct order



The solar system



2 Listen and read



There are eight planets in our solar system. Jupiter is the biggest planet. Mercury is the smallest. Mars is red. Earth is blue and green. Venus is near to the sun. Neptune is far.



3 Read and match

1 Mercury

2 Mars

3 Neptune

4 Jupiter

5 Earth

a the smallest planet

b the biggest planet

c red

d far from the sun

e blue and green

Connect with Science:
The solar system

LESSON 5

Project: A planet hanger



1 Work in groups. Make a planet hanger and color



Draw, color, and cut out pictures of planets.
Hang your planets on a coat hanger.

Show and tell



1 Show and tell



2 Point and say



Language: *These are the planets.
This is Mercury and
this is Venus.*

Self-Assessment



Read and color the stars that describe your effort

| | | | |
|--------------------------|--|--|---|
| Vocabulary | I can read about daily activities with the help of my teacher. ☆ | I can read about daily activities on my own. ☆ ☆ | I can read, talk, and write about my daily activities. ☆ ☆ ☆ |
| Phonics | I can read words with <i>pl</i> and <i>cl</i> letter sounds with help. ☆ | I can read the words with <i>pl</i> and <i>cl</i> letter sounds on my own. ☆ ☆ | I can read and write words with the <i>pl</i> and <i>cl</i> letter sounds on my own. ☆ ☆ ☆ |
| Life skills | I have problems keeping time. ☆ | I sometimes keep time. ☆ ☆ | I always keep time. ☆ ☆ ☆ |
| Science /Math | I can identify most planets with the help of my teacher. I use the clock to tell time with help. ☆ | I can identify and read about planets clearly. I use the clock to tell time. ☆ ☆ | I can read and write about planets clearly. I can use the clock to talk about daily activities. ☆ ☆ ☆ |
| Project | I worked alone to make a planet hanger. Some of my presentation was clear. ☆ | I worked with my group to make a planet hanger. Most of my presentation was clear. ☆ ☆ | We helped each other to make a planet hanger. My presentation was clear. ☆ ☆ ☆ |

Unit 6

LESSON 1

Healthy lunches



1 Look, listen, and read



1 Grandpa, would you like **some tea**?

3 Would you like **an egg**?

4 Yes, please.

5 Hana, would you like **some chicken**?

6 Yes, please, that looks yummy!

2 No, thank you. I'd like **some juice**.

Vocabulary: egg, tea, chicken, juice

Language: Would you like some ... ? Yes, please. No, thank you.

Listening



1 Listen, point, and say



milk



burger



chicken



fries



fruit



grapes



ice-cream



juice



water



2 Sort and write

| Food | Drinks |
|-------|--------|
| | |
| | |
| | |
| | |
| | |
| | |

My favorite food is



3 Sing



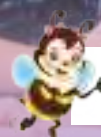
Vocabulary: burger, fries, ice-cream, milk, fruit, grapes, water, juice, chicken

LESSON 2

Healthy and unhealthy food



1 Ask, answer, and complete about your class

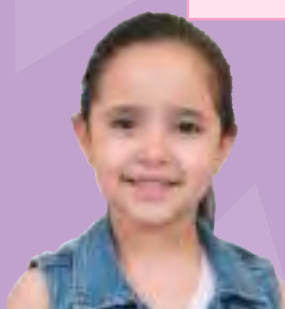


2 Look and say

| Name | bread | burgers | chicken | fries | ice-cream |
|-------|-------|---------|---------|-------|-----------|
| Asser | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |



3 Read and match



I'm hungry.



I'm thirsty.

Asser likes bread. He doesn't like burgers.



Language: He / She likes
He / She doesn't like...
I'm hungry. I'm thirsty.



1 Look and read

Healthy food



It's good to eat healthy food. Healthy food, like fruit and vegetables, helps our bodies and our teeth. Unhealthy food is not good for our bodies. It does not help our bodies grow.

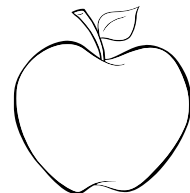
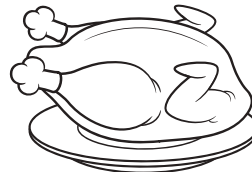
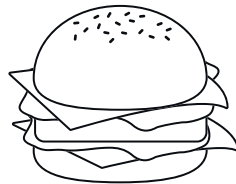
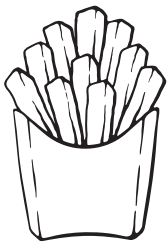
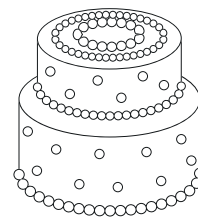
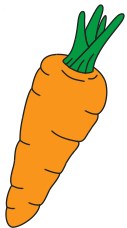


2 Circle the correct answer

- 1 If something is healthy, it is **good** / **bad** for you.
- 2 Healthy food **helps** / **doesn't help** our bodies.



3 Color the healthy food



4 Read and complete for yourself

I like It's healthy. I don't like It's

LESSON 3



fr dr

Learn sounds with Busy Bee!



1 Look, listen, and repeat



fries



fruit



friends



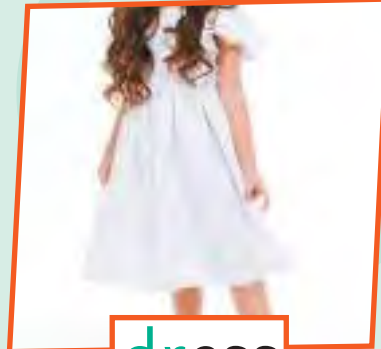
frog



drink



draw



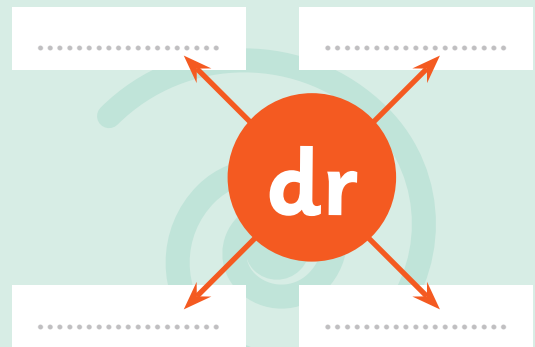
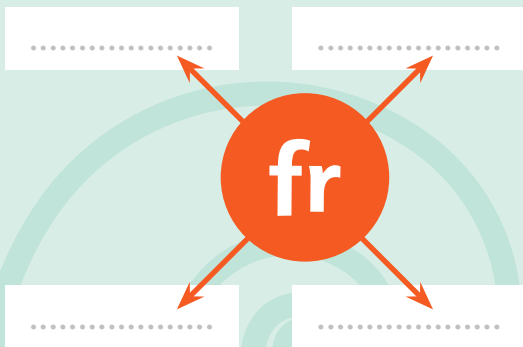
dress



drum



2 Look and write the words





fr dr

Unit 6

Learn to write with Busy Bee!



1 Listen, read, and complete



1



Burgers and are unhealthy.

2



The is green.

3



My is pretty.

4



The is yummy.

5



I my cat.

6



I water when I'm thirsty.



abcdefghijklmnopqrstuvwxyz

LESSON 4

Reading



1 Listen and read. Draw a circle around the title



A new supermarket in Zagazig

There is a new supermarket in town. It opened yesterday morning. It is very big. It is near Zagazig Primary School. It sells healthy food. Many people went **there** yesterday. They bought meat, chicken, bread, eggs, grapes, juice, and many other things.



2 Read and put a (✓) or (X)

- | | |
|------------------------------------|-------|
| a The new supermarket is in Aswan. | () |
| b It is near a primary school. | () |
| c It opened yesterday afternoon. | () |



3 Read and circle

- a 'There' in line 6 means: the **supermarket** / **school**.
b What is the opposite of big? (**small** / **sad**).
c The supermarket **sells** / **doesn't sell** healthy food.

Unit 6

Connect with Science: hard and soft materials



1 Look and read

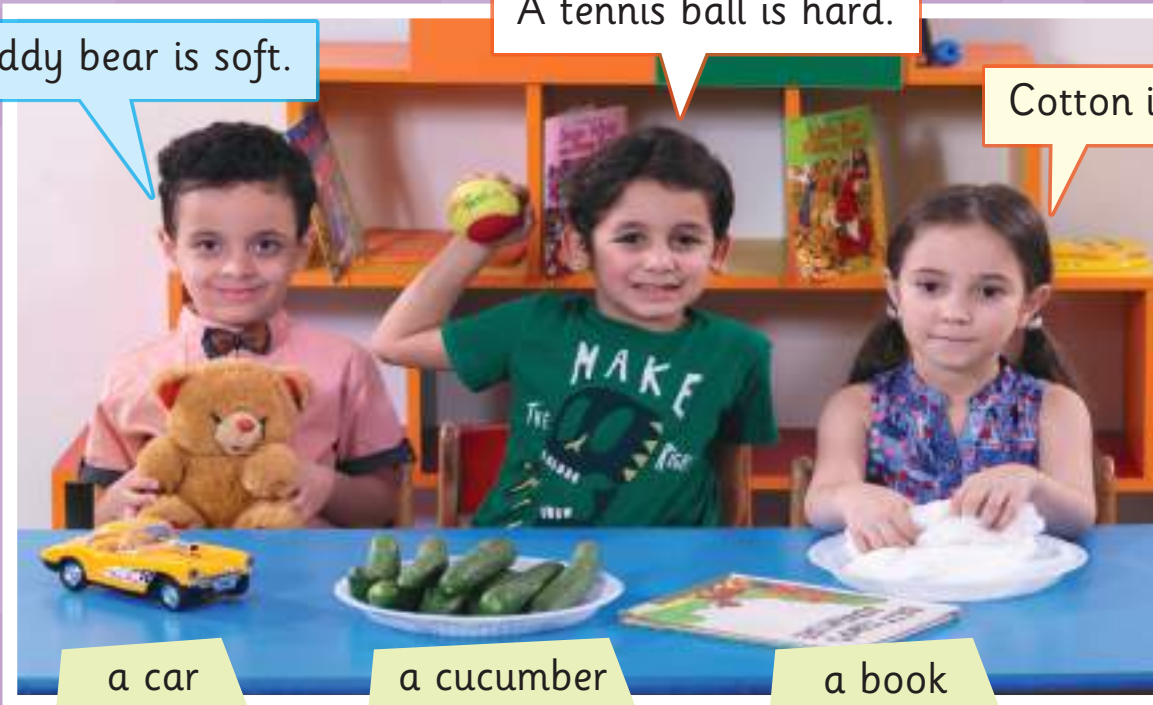


2 Is it hard or soft? Touch and say

A teddy bear is soft.

A tennis ball is hard.

Cotton is soft.



a car

a cucumber

a book



3 Read and circle



1 It's hard / soft.



2 It's hard / soft.



3 It's hard / soft.



4 It's hard / soft.



4 Point and say

Vocabulary: *hard, soft*

LESSON 5

Project: A healthy food plate



1 Make a healthy food plate. Work in groups



Draw or cut and stick pictures of healthy food on a paper plate.
Write your name on the plate.



1 Show and tell



Language: This is my healthy plate.

Self-Assessment



Read and color the stars that describe your effort

| | | | |
|--------------------------|--|--|--|
| Vocabulary | I can read about foods and drinks with the teacher's help. ☆ | I can read about foods and drinks on my own. ☆ ☆ | I can talk and write about foods and drinks. ☆ ☆ ☆ |
| Phonics | I can read words with <i>fr</i> and <i>dr</i> letter sounds with the help of my teacher. ☆ | I can read the words with <i>fr</i> and <i>dr</i> letter sounds on my own. ☆ ☆ | I can read and write words with the <i>fr</i> and <i>dr</i> letter sounds. ☆ ☆ ☆ |
| Life skills | I sometimes eat healthy food and drinks. ☆ | I always eat healthy food and drinks. ☆ ☆ | I always eat healthy food and drinks and ask my friends to eat healthy food and drinks. ☆ ☆ ☆ |
| Science /Math | I can identify hard and soft material objects with the help of my teacher. ☆ | I can identify hard and soft material objects on my own. ☆ ☆ | I can sort different objects into soft and hard material groups. ☆ ☆ ☆ |
| Project | I worked alone to make a healthy food plate. I had some problems presenting my healthy food plate. ☆ | I worked with my group to make a healthy food plate. I talked about my healthy food plate. ☆ ☆ | We helped each other to make a healthy food plate. I talked about my healthy food plate clearly. ☆ ☆ ☆ |

LESSON 1

Review 2



1 Read and write

swimming

basketball

football

karate

tennis

1



2

eat lunch

get up

go to school

drink

go to sleep



3

ice-cream

chicken

juice

grapes

bread

burger

fries



Revision of vocabulary from Units 4–6

Review 2



1 Complete and say

① $10 + 20 =$ 30

② $30 + 50 =$ _____

③ $20 - 10 =$ _____

④ $80 - 40 =$ _____

⑤ $40 - 10 =$ _____

⑥ $70 + 20 =$ _____



2 Look, trace, and write



.....ten.....



.....



.....



.....



.....



.....



.....



.....



.....



.....

Revision of math from Units 4-6

LESSON 2

Review 2



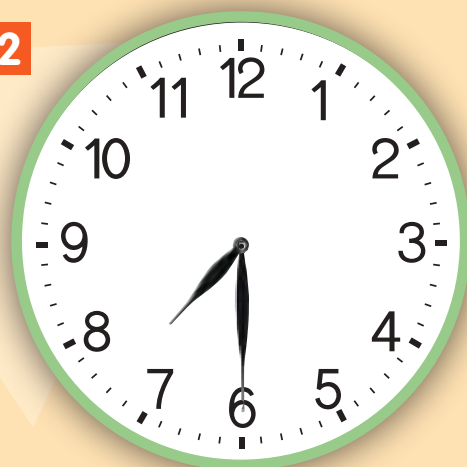
1 Look, read, and trace the sentences

1



It's four o'clock.

2



It's seven thirty.

3



It's nine o'clock.

4



It's five thirty.

Review 2



1 Complete the food and drink words



1 f _ r _ i _ es



2 g _ ap _ _



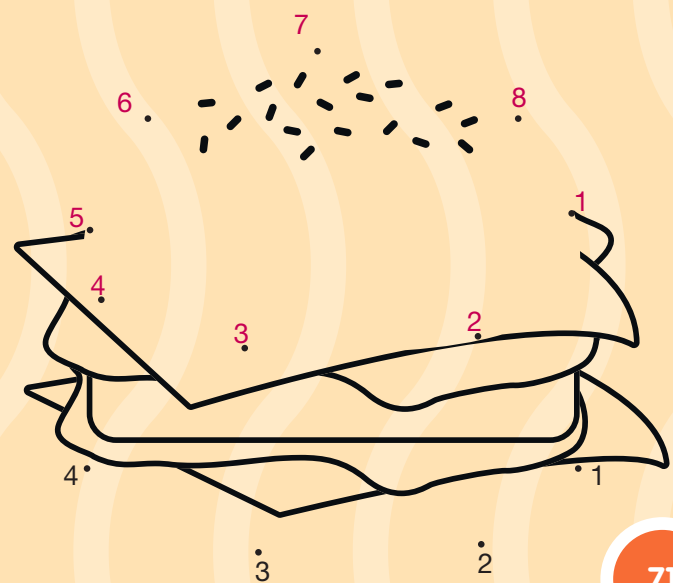
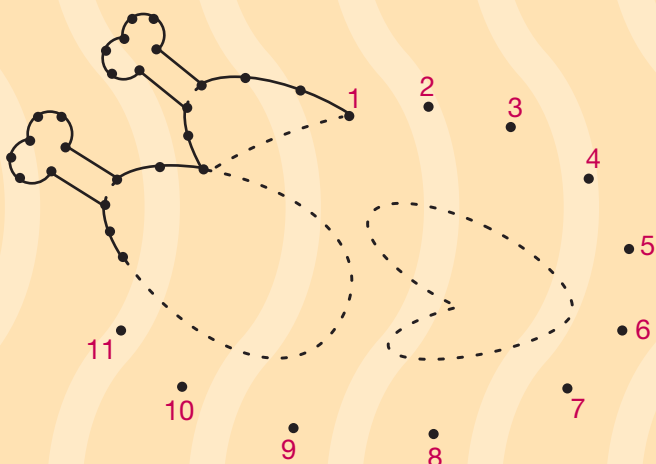
3 c _ i _ _ en



4 _ a _ _ r



2 Join the dots to make the food. Then color the healthy food



Review 2

Self-Assessment



1 Check what you can say



Now I can ...

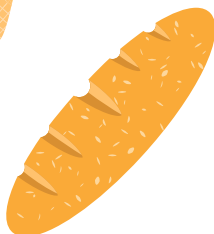
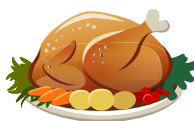
talk about sports



talk about my day



talk about food



say these sounds

gr

bl

dr

cl

fr

pl